**Explorations in Scholarship Assessment**

Learning Outcome: Students will be able to identify and employ connections within an academic area.

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|  | **Exemplary** | **Proficient** | **Marginal** | **Poor** | **Rating** |
| **4** | **3** | **2** | **1** |
| **Participation**  *Functions as a classroom discussant and participant* | Participates in a relevant and meaningful manner in all or almost all classes. | Participates regularly in a relevant and meaningful manner. | Participates sporadically in a relevant and meaningful manner. | Rarely or never participates in a relevant and meaningful manner. |  |
| **Analysis**  *Identifies strengths and weaknesses of different points of view and approaches to problems* | Critically analyzes and evaluates alternative points of view. | Thoughtfully analyzes and evaluates alternative points of view. | Superficially analyzes and evaluates alternative points of view. | Ignores alternative points of view. |  |
| **Involvement**  *Positions oneself in an ongoing conversation/argument* | Demonstrates an excellent understanding of key ideas. | Demonstrates a clear understanding of key ideas. | Demonstrates some understanding of key ideas. | Demonstrates little to no understanding of key ideas. |  |
| **Research**  *Engages in library and/or other research appropriate to the content of the seminar* | Demonstrates thorough engagement with research. | Demonstrates substantial engagement with research. | Demonstrates some engagement with research. | Demonstrates little to no engagement with research. |  |
| **Oral Communication**  *Makes a public/oral presentation* | The delivery enhances the message – posture, eye contact, volume, and pace. Limited filler words (“um,” “like”) are used. Articulation is clear. | The delivery is effective, but not consistent – posture, eye contact, volume, and pace. Filler words (“um,” “like”) are minimally used, but are not distracting. Articulation is generally clear. | The delivery is ineffective – posture, eye contact, volume, and pace. Filler words (“um,” “like”) are used regularly. Articulation is unclear at times. | The delivery detracts from the message – posture, eye contact, volume, and pace. Filler words (“um,” “like”) are used excessively. Articulation is poor. |  |

**Evaluators must assign a whole number rating (i.e., no use of 1.5, 2.5, or 3.5).**